



## WHAT IS PUPIL PREMIUM FUNDING?

Every school has a duty to ensure that each individual child is given the best possible chance of achieving their potential. The Department for Education (DfE) provides additional funding for schools to support specific groups of pupils who may be disadvantaged.

Pupil Premium is additional funding given to schools so that we can support our disadvantaged pupils to close any attainment gaps between them and their peers. It is allocated to schools based on the number of pupils from low-income families who receive a free school meal.

## PUPIL PREMIUM PLUS

In April 2014 a Pupil Premium Plus grant was introduced to promote the education of children and young people in care. This provides each Looked After Child (LAC) of school age, and those adopted from care, with additional funding to support their education which is targeted to improve outcomes and raise attainment.

It is for schools to decide how the Pupil Premium allocation is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their setting.

## ALLOCATION OF FUNDING 2018-19

Schools are informed of their annual pupil premium funding allocation in April each year. Our school was allocated £93,900 for the academic year 2018-19 (September 2018 – July 2019).

## BARRIERS TO LEARNING

During the Summer Term (2018) and early Autumn 2018, a review was undertaken by the school leaders aimed at identifying potential barriers to disadvantaged pupils achieving as well as their peers.

- A range of social and emotional needs leading to high levels of anxiety for some pupils (self-esteem, resilience, friendship, communication, etc.);
- Outcomes for disadvantaged pupils in maths (KS2)
- The need for some pupils to be able to access small group/individual support both in and out of the classroom;
- The difficulties for some pupils regarding transitions (coming in to school in the mornings, moving from class to class, managing break and lunch times, etc.);
- The lack of parental engagement and/or ability to support some pupils' learning at home (e.g. hearing them read, learning the spellings, etc.);
- The lack of income in some families which prevents full participation in all the school has to offer (clubs, trips, residential visits, etc.);
- The increase in mental health issues which affects the children's ability to focus in class;
- Communication (children with speech and language difficulties);
- High attaining disadvantaged pupils needing challenge and access to resources.
- Outcomes for disadvantaged pupils in Year 1 Phonics

Specific barriers were identified and addressed through our 2017-18 strategy and new barriers have been identified through our monitoring processes such as pupil voice, meetings with parents, book looks and consultation with staff for our 2018-19 strategy.



**AGREED ACTIONS:**

BARRIER	ACTIONS	INTENDED OUTCOME	IMPACT
A range of social and emotional needs leading to high levels of anxiety for some pupils (self-esteem, resilience, friendship, communication, etc.)	<ul style="list-style-type: none"> <li>Learning mentors appointed (focus on nurture groups, building self-esteem, resilience, communication skills, etc)</li> <li>Provision of Lego Therapy</li> <li>Attachment training for staff</li> <li>Just Right training for all staff</li> <li>PP Champions appointed</li> </ul>	<ul style="list-style-type: none"> <li>Disadvantaged pupils more emotionally and socially secure leading to them making better progress</li> <li>Improved skills of communication are evident</li> <li>Better self-esteem results in stronger engagement in lessons and school generally</li> </ul>	<p>25 % of the pupils accessing KS1 self-esteem groups and 1:1 were PP, 75% of these pupils made expected progress, 25 % ARE.</p> <p>25 % of the pupils accessing KS2 1:1 nurture were disadvantaged. 80% of these pupils were ARE and made expected or better progress in R,W and M, 20% were ARE and made expected progress in R and M.</p> <p style="text-align: right;"><b>£33,800</b></p>
Outcomes for disadvantaged pupils in maths (KS2)	<ul style="list-style-type: none"> <li>Same Day Intervention introduced in Sep 2018</li> <li>Investment in resources for classroom teaching</li> </ul>	<ul style="list-style-type: none"> <li>Disadvantaged pupil progress and attainment improvements are evident</li> </ul>	<p>The class teachers reported the SDI was having a strong impact on increasing the confidence of children attending and supporting with pre-teaching.</p> <p style="text-align: right;"><b>£4,787</b></p>
Outcomes for disadvantaged pupils in Year 1 Phonics	<ul style="list-style-type: none"> <li>Intervention and extra support for disadvantaged pupils</li> </ul>	<ul style="list-style-type: none"> <li>Improved number of disadvantaged pupils passing their phonics screening</li> </ul>	<p>Number of Disadvantaged children passed phonics test</p> <ul style="list-style-type: none"> <li>July 2018 – 6/7 (85.7%)</li> <li>July 2019 – 9/11 (81.8%)</li> </ul> <p>Continued intervention has enabled disadvantaged pass rate to remain high</p> <p style="text-align: right;"><b>£4,500</b></p>
The need for some pupils to be able to access small group/individual support both in and out of the classroom	<ul style="list-style-type: none"> <li>Additional Teaching assistants employed (some specialist) for small group and individual work and personalised boosters</li> <li>Additional INAs (additional to ones employed through EHCP funding)</li> <li>Extra EMAS support</li> <li>Dyslexia assessments</li> </ul>	<ul style="list-style-type: none"> <li>Children have the opportunity to work in small groups where their specific needs are met and they are fully supported to reach their individual targets</li> <li>1:1 support ensures some pupils remain in mainstream education</li> <li>Tracking data shows the improvements in children’s learning from the start/end of specific interventions</li> </ul>	<p>10% of the pupil’s accessing Year 2 maths intervention were disadvantaged. 33% were ARE, 33% made expected progress in maths, 100% achieved the intervention target</p> <p>2 disadvantaged pupils who are also SEND accessed extra afternoon INA support</p> <p>This enabled specific targeted work following outreach advice and pre- teaching/consolidation of skills, targeted at pupils levels</p> <p>Both pupils are below ARE and did not make expected progress</p> <p>Needs are continuing to be assessed and supported. <b>£26,000</b></p>
The difficulties for some pupils regarding transitions (coming in to school in the mornings, moving from class to class, managing break and lunch times, etc.)	<ul style="list-style-type: none"> <li>Meet and greet for those children who find transition in to school difficult</li> <li>Meeting with Learning Mentor</li> <li>Individual timetables for some children</li> </ul>	<ul style="list-style-type: none"> <li>A calmer start to the day has been put in place for some children resulting in better attendance and learning</li> <li>Prompts and aids to children’s learning which ensures targets are met and all pupils are able to fully participate in lessons</li> <li>Attendance of disadvantaged pupils improves</li> </ul>	<p>The LM had a key impact on supporting pupils coming into school and helping to settle them into learning for the day.</p> <p>Attendance of disadvantaged pupils was 94% for 2018-19.</p> <p style="text-align: right;"><b>£5,900</b></p>



<p>The lack of parental engagement and/or ability to support some pupils' learning at home (e.g. hearing them read, learning the spellings, etc.)</p>	<ul style="list-style-type: none"> <li>• Provision for some pupils to be heard read daily</li> <li>• Provision for some pupils to be given opportunity in school to complete their Home Learning activities</li> <li>• Specific parents/families are targeted to work with them to support learning at home</li> </ul>	<ul style="list-style-type: none"> <li>• Improved attendance and punctuality of identified / targeted pupils is evident</li> <li>• Improved confidence and self-esteem is evident as a result of completing home learning and diminishing inequalities between self and peers</li> <li>• There is evidence of improved engagement of disengaged families</li> </ul>	<p>The use of TAs supported in ensuring that children were being targeted for developing reading skills, where home parental engagement was low. The children also benefited from 1:1 time with an adult to enjoy a book.</p> <p style="text-align: right;"><b>£4,750</b></p>
<p>The lack of income in some families which prevents full participation in all the school has to offer (clubs, trips, residential visits, etc.)</p>	<ul style="list-style-type: none"> <li>• Monetary support for some pupils for extra-curricular activities and school trips</li> <li>• Equipment/kit provided for some pupils as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• An improved level of achievement and progress in reading for identified / targeted pupils is evident.</li> <li>• All children who want to are able to attend clubs and fully participate in sporting/out of school events where they represent the school</li> <li>• No child to be prevented from participating in all trips/residentials due to financial constraints</li> </ul>	<p>Money was spent in supporting children/families accessing extra-curricular activities and breakfast clubs.</p> <p>This made a significant difference to families in enabling children to participate in all aspects of the curriculum.</p> <p style="text-align: right;"><b>£2,263</b></p>
<p>The increase in mental health issues which affects the children's ability to focus in class</p>	<ul style="list-style-type: none"> <li>• Counsellor provided (from YMCA) to provide sessions with disadvantaged pupils</li> <li>• Yoga sessions provided for children who need strategies and support with resting and relaxing techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Children receive counselling to improve their wellbeing which has increased their focus in class and lead to higher attendance levels</li> <li>• As a result of participating in yoga sessions, children are calmer and more in control in challenging situations</li> </ul>	<p>11% of the pupils that accessed counselling were PP. Attendance was 95.5%</p> <p>25% of the pupils that attended Yoga were PP and 75% were SEND. 100% of the pupils enjoyed Yoga, and 100% of pupils showed improvement with focus and concentration within the sessions.</p> <p style="text-align: right;"><b>£8,900</b></p>
<p>Communication (children with speech and language difficulties)</p>	<ul style="list-style-type: none"> <li>• Introduced Communications Lead teacher</li> <li>• Makaton training for whole staff through INSET and staff meetings</li> <li>• Cued articulation introduced as a whole school approach</li> </ul>	<ul style="list-style-type: none"> <li>• Improved levels of communication for those disadvantaged pupils whose personal circumstances have led to communication difficulties are evident</li> <li>• Staff are confident in Makaton</li> <li>• There is evidence that targeted pupil's Speech and Language has improved</li> </ul>	<p>100% of pupils of pupils that accessed Talk boost made progress within intervention.</p> <p style="text-align: right;"><b>£1,000</b></p>
<p>High attaining disadvantaged pupils needing challenge and access to resources</p>	<ul style="list-style-type: none"> <li>• Purchase of resources for our MA children in R,W and M</li> </ul>	<ul style="list-style-type: none"> <li>• An increased percentage of disadvantaged pupils achieve GDS at the end of KS2 as a result of receiving specific resources to aid their learning both at school and at home.</li> </ul>	<p style="text-align: right;"><b>£2,000</b></p>



**APPENDIX 1 – PERCENTAGES OF DISADVANTAGED PUPILS WHO MET ARE JULY 2019**

Year Group	Reading	Writing	Maths	Context
EYFS	62.5%	62.5%	87.5%	8 children
Year 1	90.9%	90.9%	72.7%	11 children
Year 2	62.5%	75.0%	62.5%	8 children
Year 3	71.4%	57.1%	57.1%	7 children
Year 4	60.0%	50.0%	60.0%	10 children
Year 5	90.9%	63.6%	81.8%	11 children
Year 6	61.5%	69.2%	61.5%	13 children

**Total number of Disadvantaged Pupils 2018-19: 68**

**DATA**

The key purpose of the strategy is to close the gap in attainment of disadvantaged pupils and all other pupils.

2019	ALL		Disadvantaged Pupils		GAP		
	School	National	School	National	School	National	DP School/ ALL National
GLD	78%	72%	56%	56%	-22%	-14%	-16%
Phonics Year 1	84%	82%	82%	71%	-2%	-11%	0%
KS1 Reading	85%	75%	63%	62%	-23%	-13%	-12%
Writing	84%	69%	75%	55%	-9%	-14%	+6%
Maths	82%	76%	63%	62%	-19%	-14%	-13%
KS2 Reading	82%	73%	58%	62%	-24%	-13%	-15%
Writing	82%	78%	67%	68%	-15%	-10%	-11%
Maths	86%	79%	58%	67%	-28%	-12%	-21%

**Overall:**

- Disadvantaged pupils are achieving above or in line with National for EYFS, Yr 1 Phonics and end of KS1 results in R,W,M.
- KS2 Writing is in line with disadvantaged pupils nationally.
- The gap needs to be closed between the attainment of ‘all pupils school’ and that of ‘disadvantaged pupils school.’